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THE NEW OLYMPIC GAMES. By THOMAS JAMES DE LA HUNT. *Lippincott's*, December, 1895,

WHILE athletics are almost daily assuming greater prominence in this complex, end-of-the-century life of ours, and spirited competitions in every branch of sport are continually occurring as incitement to fresh feats of record-breaking, the coming year will witness an event which compels the interest of every classical scholar no less than every athlete,—the first Modern Olympiad, a tournament of strength based upon classic lines, though modified and extended in accordance with advanced ideas of today, so that sprinters and gymnasts, fencers and wrestlers, crack shots and oarsmen, bicyclists and tennis champions, polo experts and gentlemen riders, are all invited to participate. This projected revival of the old Olympic games will be inaugurated at Athens in the spring of 1896, continuing from April 5 to April 15, and is proposed to be the first of a new series, celebrated every four years as were the original games, but differing from them in change of place on each occasion. Despite the power of historic interest attaching to the Peloponnesus, this original arena is somewhat difficult of access for both hemispheres alike, and it is designed by the committee in charge to hold these meetings successively in various great capitals of the Old and New Worlds. Following the inauguration at Athens, the second games will occur in Paris during the exposition of 1900; the third are to be celebrated in New York in 1904; and the fourth, in 1908, will take place, it is thought, in London.

#### FOREIGN NOTES

SIR JOHN GORST ON SECONDARY EDUCATION. *The Journal of Education* [London], December, 1895.

It is often a far cry from Royal Commission Reports to legislation, but, unless Sir John Gorst's enthusiasm for education has carried him away, the present government do intend to tackle the secondary education problem. Speaking at a School Board music competition, Sir John practically endorsed all the main recommendations of the Commissioners. Here are some of his statements: "We have to collect into one center the separate and conflicting educational departments. We have to create local authorities to supervise and coördinate higher education. We have to complete the ladder from the most elementary to the secondary schools, and thence to the universities. We have to provide better instruction in the art and science of teaching. We have to form a register of teachers, and establish a national system of teachers' pensions." The rest of his speech was just as sound in reference to elementary education. If Sir John Gorst lives up to these utterances of his, then indeed may his name go down to posterity as our first Minister of Education. He has a splendid opportunity. Public opinion is becoming

ripe for legislative action. Teachers are beginning to sink their petty differences and pride of rank in a combined demand for reform, and there is the moderate and statesmanlike Report ready to hand as a rough draft of the Act.

THE REPORT OF THE SECONDARY EDUCATION COMMISSION. *The Schoolmaster* (London), November 9, 1895.

THE most remarkable and gratifying feature about the Report of the Secondary Education Commission, is the extent to which the views of the practical experts have been adopted by the whole body. The experience is so new in English methods that one's sensations in noticing the fact are positively delightful. The plea for the unification of the Central Educational Authority is, as everybody expected, answered; and it was to have been as naturally anticipated that the Vice-president of the Council would blossom into somewhat wider functions under the more comprehensive title of Minister of Education. But it was not quite so certain that the Commission would go the length of recommending the appointment of a Council of Experts to advise the Minister and his permanent officials. . . . For with all respect, that august body known as the Committee of Council cannot be said to command much respect as an assembly of Educational Administrators. It is composed for the moment of the Prime Minister, the Secretaries of State for the Home, Colonial and War Departments, the Chancellor of the Exchequer, the First Lord of the Admiralty, and the Vice-president of the Council. Nobody supposes that the Secretary of War or for the Admiralty, for choice, ever assists the Vice-president very materially in his supervision in the schools of the nation. So we repeat, we rejoice in the appointment of a body of Consultative Experts; and we are glad to note, too, how specifically the Commission lays it down that the practical man should be called in, not only at the central office, but at the deliberations of the Local Authority. . . .

We have to congratulate the Commission upon the very admirable manner in which the subject of school inspection is approached. One almost sings a Nunc Dimittis as one reads: "*The inspection we contemplate is something quite different from the work hitherto done by Her Majesty's Inspectors in the Elementary schools*"; and again, "*Such a code of regulations and such a system of examination and inspection as the Education Department has applied to elementary schools, would, in our view, be not only unfitted, but positively harmful to Secondary Education.*" Undoubtedly, if we suggested, "And to Elementary Education also," the reply of the Commission would be an indication of unanimous agreement. That is how we interpret the reference.

Then, with regard to the appointment of Inspectors, it may be taken as a tribute to the agitation carried on for the last twenty-five years by the National Union of Teachers, that we have it set down for the first time in a Royal Commission Report, that *Inspectors should be persons of ripe experience*

*in the science and art of teaching, and that no limit of age should debar either Central or Local Authority from availing itself of the valuable services of the experienced educationist.* Again, we agree with the endeavor to make provision for the rural schools by establishing in certain districts higher departments or classes in existing primary schools. We endorse much that is said on the Scholarship problem, though, knowing as we do the real evils of the competitive system and the extent to which the wrong boy manages to win prizes under that system, we should like to have seen advocated a greater extension of the system of attaching scholarships to the schools, these to be awarded at the discretion of managers and teachers. And though, probably for many years, may be for all time, Free Secondary Schools are entirely out of the question, we should have been glad if a certain proportion of the places in every publicly assisted or maintained Secondary School could have been made entirely free. Possibly the local authorities will see to this; but their hands would have been strengthened by a specific recommendation from the Commission.

We congratulate the Commission, further, on having pleaded for the means of appeal against the capricious dismissal of assistant teachers in Secondary Schools; we cordially support the claim for more adequate remuneration for the women teachers; we admire the discriminating way in which the question of Registration is handled; we heartily appreciate the spirit in which the Private and Proprietary School problem is approached; and we quite agree with all that is said as to the need for practical and theoretical professional training for teachers.

EDUCATION AND CRIME. *The Schoolmaster* [London], November 16, 1895.

It has always been one of our most strenuous convictions that, as Victor Hugo puts it, the man who opens a school door closes a jail door, and these columns have more than once testified to the truth of the contention. In his book on Public Libraries, Mr. Thomas Greenwood comes to our support with some notable facts and figures. In 1856, he reminds us, the number of young persons committed for what are called indictable offenses was 14,000; in 1866 it had fallen to 10,000; in 1876 to 7,000; in 1881 to 6,000; and in 1886 to 5,100. And this though the population had risen from 19,000,000 to 27,000,000, so that juvenile crime was less than half what it was, though the number of children was one-third larger. The prison statistics are scarcely less satisfactory. The average number of persons in prison was, in 1878, 21,000; in 1880, 19,000; in 1882, 18,000; in 1884, 17,000; in 1886, 15,000; and in 1885, 14,500. Indeed, our prison population is mainly recruited from those who cannot read. Out of 164,000 persons committed to prison, no less than 160,000 were uneducated and only 4000 were able to read and write well.